

The following are sample activities designed to show you examples of possible activities for each API. You are not required to use these specific activities in your portfolios. The APIs used in this document come from the column for grades 3-5 in the TCAP-Alt Performance Indicators document, which is available on the Tennessee State Department of Education website. The URL is: <http://tennessee.gov/education/assessment/TCAP-AltPortfolio.shtml>. Scroll down to the “Alternate Assessment” section.

Activities should be written in the past tense (e.g., “[Student’s name] completed . . .”), since the evidence sheet should be filled out after the activity has been completed. Be sure to use the student’s name when describing what he or she did during the activity (e.g., not, “The student made an abstract design on the sidewalk with colored chalk,” but “Anaxamander made an abstract design on the sidewalk with colored chalk.”).

Be sure all three activity components are clear: what the student did (i.e., *how* the activity was performed), a clear relationship to the API, and what, if any, materials were used.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.1 *Develop oral language and listening skills*

Alternate Performance Indicator (API): R.1.1 *Communicate wants and needs*

Sample Activities:

- The teacher made a simple vocalization (such as “Ah,” “Oh,” or “Babababa”) for the student to imitate, and [student’s name] imitated the sound.
- When the teacher held up two different videos and asked [student’s name] which one he/she wanted to watch, [student’s name] turned his/her head toward the preferred one.
- When the teacher held up two different story books and asked [student’s name] which one he/she wanted to have read aloud to him/her , [student’s name] indicated by eye gaze which of the two stories [student’s name] preferred.
- [Student’s name] was taken to music class. The teacher made the American Sign Language sign for "music," and encouraged [student’s name] to imitate the sign. [Student’s name] was able to approximate the sign two out of five times and reproduce it correctly once. (Prerequisite)
- Given a verbal request from the teacher, [student’s name] used a picture board to choose a desired snack (M&Ms, popcorn, or peanut butter crackers) by pointing to the corresponding picture. **Note: It is the use of the picture board that makes this activity appropriate, because its use requires the student to make a connection between the desired snack and a symbolic representation of it. Just naming, signing, or pointing to the desired snack would NOT be acceptable.**
- Given a verbal request from the teacher, [student’s name] pointed to a picture symbol card to ask for a pencil.
- [Student’s name] orally made lunch choices from a school menu shown to the student and read aloud by the teacher, who pointed to each food as it was named. **Note: It is the use of the menu that makes this activity appropriate, because its use requires the student to make a connection between the desired food and a symbolic representation in the form of a written word. Just naming, signing, or pointing to the desired food would NOT be acceptable.**

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.1 *Develop oral language and listening skills*

Alternate Performance Indicator (API): R.1.2 *Identify/label people, symbols, and objects*

Sample Activities:

- [Student's name] turned his/her head toward the teacher when the teacher called [student's name]. Five attempts were made. On two attempts, the first and the third, [student's name] turned his/her head at the sound of the teacher's voice. The second, fourth, and fifth times, the student turned his/her head only after the teacher provided verbal encouragement to do so and stroked [student's name]'s cheek gently with a finger.
- When the teacher asked, "Where is [person's name]?" for each of five people familiar to the student, [student's name] indicated the person being named by looking in his or her direction.
- [Student's name] identified familiar adults (e.g., mother, father, teacher) by pointing to photographs on a picture board in response to the verbal cue, "Where is [person's name]?"
- When the teacher named a person represented on [student's name]'s picture board, [student's name] pointed to the corresponding picture.
- Given three concrete objects—a block, a ball, and a pencil—[student's name] pointed to each object as the teacher named it.
- The librarian read the class a book about farm animals. Then a peer pointed to pictures of animals and objects (e.g., barn, fence, house, pond) and said the name of the animal or object. [Student's name] repeated the names.
- Given five index cards with pictures of common classroom objects on them—chair, desk, trash can, pen, and crayons—[student's name] used duct tape to place the index card on or beside the object pictured.
- When the teacher named a common classroom object (e.g., chair, desk, trash can, pen, crayons, etc.), [student's name] went to the object and touched it.
- [Student's name] was presented with the following plastic objects from the Early Learning Language Kit: horse, bell, hat, pig, boat, apple, baby, fire fighter. The teacher or peer helper said the name of the object, animal, or person, then held it up and asked [student's name] to repeat the name. The peer then arranged the objects in a row on the floor, and [student's name] pointed to the correct one when its name was called.

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.1 *Develop oral language and listening skills*

Alternate Performance Indicator (API): R.1.3 *Understand an increasingly complex and varied vocabulary for objects, attributes, actions, and events*

Sample Activities:

- The teacher showed [student's name] three pictures of simple, similar scenes—a scene with horses grazing in a field, a scene with horses being ridden in the pasture, and a scene with a mare and foal standing beside a pasture fence. The teacher orally described one of the pictures, and [student's name] pointed to the picture being described.
- Given a toy car and a plastic floor map, [student's name] “drove” the car according to the teacher’s instructions (e.g., Drive fast to the corner. Drive slowly past the ice cream shop. Stop the car beside the pond).
- [Student's name] was given ten cards picturing various scenes (e.g., a girl buying ice cream from an ice cream truck, a boy riding a skateboard). When asked to describe each picture, [student's name] orally described what he/she saw in each one. The teacher used guiding questions and statements to help [student's name] provide more detailed descriptions.
- [Student's name] used a pencil to complete a worksheet about synonyms (e.g., circle three words that mean “quiet”; circle one word that means “happy”).
- The teacher, [student's name], and a peer sat in a circle. The teacher said a word (e.g., happy, quiet, sad). [Student's name] and the peer took turns saying synonyms for the given word. When the players ran out of synonyms for a given word, a point was awarded to the student who gave the last synonym, and the teacher provided a new word.
- [Student's name] and three peers played “I’m going on a trip.” (To play, Player 1 says, “I’m going on a trip, and I’m taking a [item of choice].” Player 2 says, “I’m going on a trip, and I’m taking [Player 1’s choice plus a new item of choice].” The game continues around the circle, with each player repeating the previous items and adding a new one. A player who is unable to complete the series, even with prompting (verbal hints or pantomime) is “out.” The last player who is able to complete the sequence wins. The goal is to see how long a series of items each player can remember.)

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.1 *Develop oral language and listening skills*

Alternate Performance Indicator (API): R.1.4 *Identify functions of objects*

Sample Activities:

- When presented with four concrete objects—pencil, book, radio, and basketball—and orally asked questions about their functions (e.g., Which one do we write with?), [student's name] pointed to the object that would fulfill that function.
- When given 15 picture cards, [student's name] sorted them into the following groups: things people ride in, things people eat, and things people wear.
- When shown 10 concrete objects—block, pencil, paper, hairbrush, toothbrush, pencil sharpener, stapler, scissors, CD player, and fork—[student's name] pantomimed or demonstrated the function of each object.
- When shown 10 concrete objects—block, pencil, paper, hairbrush, toothbrush, pencil sharpener, stapler, scissors, CD player, and fork—[student's name] orally described the function of each object.
- When shown pictures of 10 concrete objects—block, pencil, paper, hairbrush, toothbrush, pencil sharpener, stapler, scissors, CD player, and fork—[student's name] orally described the function of each object.

Content Standard: READING

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.1 *Develop oral language and listening skills*

Alternate Performance Indicator (API): R.1.5 *Attend to speaker*

Sample Activities:

- [Student's name] acknowledged familiar adults by making eye contact with each speaker when greeted in the cafeteria by the server, the cashier, the cafeteria monitor, and two teachers. The speakers encouraged [student's name] to look at them by using cheerful tones and, when needed, gestures. (Prerequisite)
- When [student's name]'s name was called by a peer tutor, [student's name] turned his/her head toward the speaker. The peer called to [student's name] five times, from alternating sides, and used verbal cues and gestures to attract [student's name]'s attention as needed.
- A peer talked to [student's name] about a video they had both seen. [Student's name] showed active interest (by eye gaze and facial expression). When his/her attention flagged, the peer touched him/her on the shoulder to redirect his/her focus to the conversation.
- [Student's name] sat quietly in the reading circle and listened while the book *If I Ran the Circus* was read aloud by the teacher.
- [Student's name] made eye contact with a peer who was telling him/her about a personal experience. When [student's name's] attention flagged, the peer touched him/her on the shoulder to redirect his/her focus to the conversation.
- During a school assembly in which a storyteller shared a series of folktales, [student's name] listened attentively and followed the speaker's movements with eye gaze. When [student's name's] attention flagged, a peer touched him/her on the shoulder and redirected his/her focus to the speaker.

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.1 *Develop oral language and listening skills*

Alternate Performance Indicator (API): R.1.6 *Demonstrate awareness of and interest in familiar pictures*

Sample Activities:

- When presented with two pictures, one of a familiar person and one of a stranger, [student's name] looked at the picture of the familiar person on request.
- When given three pictures of familiar things—a dog, a pizza, and a girl jumping rope—[student's name] picked up the pictures and looked at them on request.
- When given a book of familiar family photographs, [student's name] turned the pages and looked at the pictures. A peer tutor encouraged him/her to talk about the pictures.
- Given a picture board and asked to find the horse, [student's name] pointed to the picture of the horse and attempted to say the word "horse."
- Given a book of familiar photographs, [student's name] turned the pages, looked at the pictures, and pointed out familiar things in the photographs to a peer sitting beside him/her.

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.1 *Develop oral language and listening skills*

Alternate Performance Indicator (API): R.1.7 *Interact with parts of a story through familiar hand motions and expression of emotions*

Sample Activities:

- When the class sang “Eensy Weensy Spider,” [student’s name] attempted to imitate the hand motions.
- When the class sang “Goin’ on a Bear Hunt,” [student’s name] attempted to imitate the hand motions.
- When the teacher read aloud the book *Who’s In Rabbit’s House*, [student’s name] performed the hand motions at appropriate times.
- [Student’s name] sang the song “Little Bunny Foo Foo” along with the class, and correctly performed the hand motions.
- When the teacher read aloud *Where the Wild Things Are* and asked, “What is Max feeling?” at intervals, [student’s name] made an appropriate facial expression to reflect the character’s emotions at that point in the story.
- When the teacher read aloud from the book *Diary of a Wimpy Kid* and asked, “What is the character feeling?” at intervals, [student’s name] made an appropriate facial expression to reflect the character’s emotions at that point in the story.
- When the teacher read aloud from *Little Bear’s Happy Face, Sad Face*, [student’s name] held up a happy, sad, or mad mask to indicate Little Bear’s feelings at given points in the story.
- When the teacher read aloud from a *Goosebumps* story, [student’s name] held up a happy, sad, or mad mask on to indicate the protagonist’s feelings at given points in the story.

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.1 *Develop oral language and listening skills*

Alternate Performance Indicator (API): R.1.8 *Respond to speaker (e.g., yes-no questions and choice decisions)*

Sample Activities:

- When [student's name] was walking down the hall, the principal greeted him/her, and [student's name], with verbal encouragement, responded with a smile and a wave. (Prerequisite)
- [Student's name] nodded or shook his/her head to answer five yes/no questions about the story "The Five Chinese Brothers" read aloud by the teacher.
- [Student's name] pointed to the pencil of his/her choice, when asked whether he/she preferred to write with the Spongebob pencil or the Mickey Mouse pencil.
- [Student's name] orally answered questions the teacher asked about a class field trip to the Discovery Science Museum (e.g., Which dinosaur did you like best? Did you pet the snake? What did the snake feel like? Did you see stars?).

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.1 *Develop oral language and listening skills*

Alternate Performance Indicator (API): R.1.9 *Engage in dialogue (e.g., conversation/communication with others)*

Sample Activities:

- Peers were asked to greet [student's name] on the playground. [Student's name] interacted with other children by smiling in response to their greetings. (Prerequisite)
- When eating lunch with peers in the cafeteria, [student's name] orally answered such questions as, "How are you today?" and "What did you have for dinner last night?" Peers had been requested to ask [student's name] at least five questions during the lunch period.
- When seated beside a peer and given a hand puppet, [student's name] used the puppet to conduct an improvised conversation with a puppet handled by the peer.
- When orally presented with various situations (e.g., "a child wants to go to a movie, but his/her mother refuses to allow it"), [student's name] role played the situation with a peer.
- After the book *Alexander and the Terrible, Horrible, No Good, Very Bad Day* was read aloud, [student's name] discussed events in the story with a small group of peers.
- After a chapter from the book *The Best Christmas Pageant Ever* was read aloud, [student's name] discussed events in the chapter with a small group of peers.
- After watching the movie *The Incredible Journey*, [student's name] discussed events in the story with a small group of peers.
- After watching the movie *Where the Red Fern Grows*, [student's name] discussed events in the story with a small group of peers.

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.1 *Develop oral language and listening skills*

Alternate Performance Indicator (API): R.1.10 *Respond to the speaker by following up to two-step directions*

Sample Activities:

- While playing the game “Mother-May-I?” [student’s name] followed the directions given by another student who acted as “Mother.” (Note: To play the game, “Mother” gives an order to each other player in turn: “Charlie, take two giant steps forward” or “Susan, take three scissor steps forward.” If the player asks, “Mother, may I?” Mother says “Yes, you may,” and the player follows the instructions. If the player fails to ask for permission, he or she loses the turn. The first player to reach Mother at the finish line wins.)
- [Student’s name] followed instructions during a game of “Simon Says.” Note: To play the game, one child is “Simon.” Simon gives instructions to all the other players simultaneously. Sometimes the instructions are prefaced with “Simon says” (e.g., “Simon says stand on one foot.”). At other times, they are not (e.g., “Stand on one foot.”). Players are to follow instructions prefaced by “Simon says” and NOT follow instructions when they are not prefaced by “Simon says.” A child who doesn’t follow a “Simon Says” direction or who follows a direction not preceded by “Simon Says” is “out.” The last one remaining is the winner.
- The teacher set up an obstacle course in the classroom using a tunnel, chair, hula hoop, masking tape line on floor, and a broom raised 4 inches by a brick on each end. When the teacher gave [student’s name] a two-step command (e.g., “Go through the tunnel and stand inside the hoop”), [student’s name] followed the directions in the correct order.
- [Student’s name] and a peer partner took turns orally giving each other one- to two- step directions (e.g., “Stand on one foot; then touch your nose with your finger”). The person who was not giving the directions followed the directions given by his/her partner.
- When given a note and told, “Please take this to [person’s name]. Then bring me his/her answer,” [student’s name] followed the given directions.

Content Standard: READING

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.1 *Develop oral language and listening skills*

Alternate Performance Indicator (API): R.1.11 *Engage orally with stories in books, television, and movies*

Sample Activities:

- [Student's name] listened as a chapter from the book *Charlotte's Web* was read aloud. After each paragraph, [student's name] used single words to orally answer questions about characters and events in the book. For example, when the teacher asked, "Who saved the baby pig?" [student's name] answered, "Fern." When needed, the teacher asked guiding questions or asked the student to choose between two options (e.g., "Was it Fern or Templeton?").
- On request, as the animated video of *The Cat in the Hat* was shown, [student's name] pointed to the screen and named objects and actions using single words.
- A peer read the book *Frog and Toad are Friends* aloud. After each page, the peer asked [student's name] questions about the pictures and events in the book, and [student's name] orally answered the questions.
- After being shown the movie *The Wind in the Willows*, [student's name] orally answered questions the teacher asked about the events in the movie and his/her reactions to those events.
- After being shown the movie *Holes*, [student's name] orally answered questions the teacher asked about the events in the movie and his/her reactions to those events.
- After the book *Winnie the Pooh and the Blustery Day* was read aloud, [student's name] played the role of Tigger in an improvised play about the story.
- After a section of the book *Diary of a Wimpy Kid* was read aloud, [student's name] played the role of a bully in an improvised play about the story.

Content Standard: READING

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.1 *Develop oral language and listening skills*

Alternate Performance Indicator (API): R.1.12 *Recite from memory parts of familiar books*

Sample Activities:

- As the teacher read aloud from the familiar nursery rhyme “Mary Had a Little Lamb,” she/he left off the last word of each line, and [student’s name] orally filled in the missing word.
- As the teacher read aloud from a familiar poem, “The Raven,” she/he left off the last word of each line, and [student’s name] orally filled in the missing word.
- As a peer read aloud from the book *This is the House That Jack Built*, [student’s name] joined in with the repeated phrases.
- As the teacher read aloud from the book *Who’s In Rabbit’s House*, [student’s name] joined in the repeated refrain, “I am the Long One. I eat trees and trample on elephants. Go away! Or I’ll trample on you!”
- The teacher read the lyrics to a favorite rap song aloud. After she/he read each line, [student’s name] repeated it.

Content Standard: READING

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.1 *Develop oral language and listening skills*

Alternate Performance Indicator (API): R.1.13 *Identify opposites*

Sample Activities:

- In response to the verbal cues “fast” and “slow,” [student’s name] demonstrated the difference between fast and slow by moving around the room slowly (“like you’re on the moon”) or quickly (“like you’re in a racecar”).
- [Student’s name] demonstrated the difference between fast and slow by performing a clapping pattern slowly or rapidly in response to the verbal cues “fast” and “slow.”
- Given a worksheet with pictures of hot and cold items (e.g., ice cube, lit candle), [student’s name] circled the hot items with a red crayon and the cold items with a blue crayon.
- Using picture/word opposite cards, [student’s name] matched opposites from eight pictures displayed on his/her desk.
- With a peer as a partner, [student’s name] took turns physically demonstrating opposites. In response to verbal cues from the teacher, each person walked fast, then slowly; talked loudly, then softly; stood up, then sat down; laughed, then pretended to cry; whispered, then shouted.
- Ten word-card pairs featuring opposites were divided into two containers so that each container had one of each pair inside. [Student’s name] drew a card from each container and told whether or not the two pictures depicted were opposites. If they were, they were considered a “match” and [student’s name] read them to the group and kept them. If not, they went back into the containers for the next person’s turn.

Content Standard: READING

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.1 *Develop oral language and listening skills*

Alternate Performance Indicator (API): R.1.14 *Ask and respond correctly to many types of questions (e.g., who, what, when, where, and why)*

Sample Activities:

- Given a picture board with pictures of his/her peers, [student's name] answered the teacher's verbal questions by pointing to the picture of the peer for whom the question was true (e.g., Who likes to play BINGO? Who brought cookies this morning? Who just got a new haircut?).
- After helping with an experiment in which Mentos and Diet Coke were combined to make a chemical reaction, the teacher asked [student's name] five simple questions about what happened (e.g., what did it look like when you dropped the Mentos into the bottle?), and the student orally answered the questions.
- Given a peer as a partner, [student's name] and the peer took turns interviewing each other about a time when something good happened. Each student asked and answered five questions. Then they orally shared what they had learned about each other with the whole group.
- After silently reading the book *The Three Billy Goats Gruff*, [student's name] orally answered simple questions about the story (e.g., Who lived under the bridge? Why did the goats want to cross the bridge? What did the biggest billy goat do when the troll came after him?).
- After silently reading an adapted version of *Call of the Wild* with controlled vocabulary, [student's name] orally answered simple questions about the story (e.g., Who was Buck? Why was he stolen from his original owner, the judge? Why did Buck love John Thornton best of all his owners?).

Content Standard: READING

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.2 *Demonstrate knowledge of concepts of print*

Alternate Performance Indicator (API): R.2.1 *Recognize print and its purpose*

Sample Activities:

- Given the picture book *Snow White and the Seven Dwarfs* and asked to “read” the story, [student’s name] held the book properly and pretended to read by describing the pictures.
- Given the coffee table book *Within a Rainbowed Sea* and asked to “read” the book, [student’s name] held the book properly and pretended to read by orally describing the photographs.
- Given a newspaper, a clothing catalog, and a restaurant menu, [student’s name] was able to point on request to the one from which a hamburger could be ordered, from which a new shirt could be ordered, and from which a person could get information about the previous day’s events.
- Given a plastic cup and the ingredients for a fruit and yogurt parfait, [student’s name] followed the directions from a simple recipe, while the teacher read each step aloud and pointed to each step on a recipe card.
- Shown five different picture reference books—one each about marine life, pirates, horses, cars, and jungle animals—[student’s name] orally answered the following questions correctly: Which one would we use to learn about fish? Which one might tell me about monkeys? What book would I pick if I wanted to read about cars? Where can I learn about horses?

Content Standard: READING

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.2 *Demonstrate knowledge of concepts of print*

Alternate Performance Indicator (API): R.2.2 *Identify “favorite books” and make requests to read them repeatedly*

Sample Activities:

- The teacher held up two books and asked [student's name] which he/she wanted to hear read aloud. [Student's name] indicated by eye gaze which was his/her preference, and the teacher read the story to him/her.
- The teacher held up two books and asked [student's name] which he/she wanted to hear read aloud. [Student's name] indicated his/her preference by pointing, and the teacher read the story to him/her.
- The teacher held up two books and asked [student's name] which he/she wanted to hear read aloud. [Student's name] indicated his/her preference orally, and the teacher read the story to him/her.
- When asked, “What book would you like me to read?” [student's name] took a book from the bookshelf, and the teacher read the story to him/her.
- When asked, “What is your favorite book?” [student's name] orally named a book. The teacher and [student's name] discussed the book and what [student's name] liked about it. Then [student's name] used colored pencils to draw a picture on drawing paper of a favorite scene from the book.

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.2 *Demonstrate knowledge of concepts of print*

Alternate Performance Indicator (API): R.2.3 *Pretend read, hold book upright, and turn pages*

Sample Activities:

- A colorful picture book was placed in [student's name]'s field of vision. With encouragement from the teacher, [student's name] looked at the book. The teacher pointed out some of the illustrations and talked to [student's name] about some key elements of the story.
- A colorful picture book was placed in [student's name]'s field of vision. With encouragement from the teacher, [student's name] reached for the book. The teacher and [student's name] looked at the pictures together as the teacher read key parts of the story aloud.
- A colorful picture book was placed in [student's name]'s field of vision. With encouragement from the teacher, [student's name] reached for and grasped the book. The teacher and [student's name] looked at the pictures together as the teacher read key parts of the story aloud.
- Given the picture book *The Sneetches and Other Stories*, [student's name] turned the book upright and opened it. The teacher showed [student's name] how to turn the pages. Then the teacher read the story aloud.
- Given the book *Living with Wolves*, [student's name] held the book and looked at the cover. The teacher showed [student's name] how to turn the book upright and turn the pages. Then the teacher and student discussed the photographs in the book. The teacher read selected captions to [student's name].
- Given an illustrated book of classic fairy tales, [student's name] held the book properly and pretended to read by describing the pictures to the teacher.
- Given the chapter book *A Lion called Christian*, which contains photographs depicting the lion's rescue as a cub, his life in captivity and his eventual release into the wild, [student's name] held the book properly and pretended to read by describing the pictures to the teacher.

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.2 *Demonstrate knowledge of concepts of print*

Alternate Performance Indicator (API): R.2.4 *Discriminate likenesses and differences in simple objects and pictured objects (e.g., visual pattern discrimination and auditory pattern discrimination)*

Sample Activities:

- Given two concrete objects (e.g., a pencil and a paperclip) and shown another that was the same as one of the other two (e.g., a paperclip), [student's name] identified (by eye-gaze) which of the original items was the same as the new one. Objects used were Nerf balls, books, pencils, crayons, rulers, and paperclips.
- The teacher gathered 10 concrete objects: two identical red balls, two identical blocks, two identical pencils, two identical plastic cups, and two identical plastic pop beads. He/she placed the items in pairs, some of which consisted of two identical items and some of which consisted of items that are different. [Student's name] identified the pairs as same or different by signaling "thumbs up" for pairs that were the same and "thumbs down" for pairs that were different.
- Given a card showing a sequence of five colored plastic beads, [student's name] reproduced the pattern by lining up five plastic beads of the same color and in the same order as those depicted on the card.
- Five pictures were placed on the desk in front of [student's name]. Given a picture that matches one of the ones on the desk, [student's name] identified the one that matched by placing the card on top of its match. Then the picture was returned to [student's name] and the pictures on the desk were rearranged. [Student's name] correctly matched the five pictures, with verbal prompts from the teacher as needed.
- Given a word card and a list (on paper) of five words, one of which was the word on the card, [student's name] identified (by pointing) the word that matched the one on the card.
- Two peers sat in chairs placed side by side. Given a verbal question from the teacher, [student's name] told five things that were the same about the two peers (e.g., both girls, both have hair, both wearing sneakers, etc.) and five things that were different (e.g., one has a blue shirt and one has a green shirt; one has black hair and one has blond hair; one has a ribbon in her hair and one doesn't).

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.2 *Demonstrate knowledge of concepts of print*

Alternate Performance Indicator (API): R.2.5 *Read uppercase alphabet letters (e.g., match, identify, name)*

Sample Activities:

- Five cards with uppercase alphabet letters were laid out on [student's name]'s desk. Given an uppercase letter card that matched one of the others, [student's name] identified (by pointing) which of the letters on the desk matched the one in his/her hand. Then the cards on the desk were rearranged. [Student's name] matched five different letters.
- Given two shuffled sets of uppercase alphabet letter cards, [student's name] matched each letter of one set to its identical mate in the other set by placing the matching letters side by side.
- Given two flashcards with uppercase letters written on them, [student's name] pointed to the letter named by the teacher.
- With a group of five peers, [student's name] played "Uppercase Alphabet BINGO."
- Given a "fishing pole" made from a dowel, a string, and a magnet, [student's name] caught laminated fish labeled with uppercase letters. (An attached paperclip made it possible for the fish to be caught.) As each letter was caught, [student's name] named the letter. If the letter was named correctly, it went into [student's name]'s bucket. If the letter was not named correctly, it was tossed back into the "pond" to be caught again later.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.2 *Demonstrate knowledge of concepts of print*

Alternate Performance Indicator (API): R.2.6 *Read lowercase alphabet letters (e.g., match, identify, name)*

Sample Activities:

- Five magnetic lowercase letters were placed on a magnetic board in front of [student's name]. Given a lowercase magnetic letter identical to one of the five on the board, [student's name] placed that letter beneath the one that matched it.
- Five magnetic lowercase letters were placed on a magnetic board in front of [student's name]. Given five identical magnetic letters, [student's name] placed each letter beneath its match.
- Given two shuffled sets of lowercase alphabet cards, [student's name] matched each letter of one set to its identical mate in the other set by placing the matching letters side by side.
- Given two flashcards with lowercase letters written on them, [student's name] pointed to the letter named by the teacher.
- With a group of five peers, [student's name] played "Lowercase Alphabet BINGO."
- The teacher attached a picture of a butterfly net to a dowel. Then a magnet was attached to the picture of the net. Given this "net," [student's name] caught laminated butterflies, each of which was labeled with a lowercase alphabet letter. (An attached paperclip made it possible for the butterflies to be caught.) As each letter was caught, [student's name] named the letter. If the letter was named correctly, it went into [student's name]'s butterfly collection. If the letter was not named correctly, it was tossed back into the "garden" (a shallow box covered in flowered contact paper and filled with the laminated butterflies) to be caught again later.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.2 *Demonstrate knowledge of concepts of print*

Alternate Performance Indicator (API): R.2.7 *Match upper to lower case alphabet letters (e.g., match, identify, name)*

Sample Activities:

- Given a magnetic board, five uppercase magnetic letters, and five lowercase magnetic letters, [student's name] matched the uppercase letters to the lowercase letters by placing the matching pairs side by side on the magnetic board.
- Using alphabet blocks, [student's name] matched uppercase letters to lowercase letters and vice versa by placing the matching blocks together, one on top of the other.
- Using magnetic board with uppercase and lowercase magnetic letter squares, [student's name] matched uppercase letters to lowercase letters and vice versa by placing the matching pairs side by side on the magnetic board.
- Given one shuffled set of uppercase alphabet letter cards and another shuffled set of lowercase alphabet cards, [student's name] matched each letter of one set to its identical mate in the other set by placing the matching letters side by side.
- Given textured uppercase letter tiles, [student's name] indicated by pointing which uppercase letter tile matched a lowercase letter tile presented by the teacher.
- Given a worksheet and a pencil, [student's name] drew a line from the uppercase letter on the left to its lowercase match on the right.
- [Student's name] and a peer played an "Alphabet Concentration" game, in which letter cards were laid face down and [student's name] made matches of uppercase letters to lowercase letters, similar to the commercial game "Concentration."
- Given clothespins and a "clothesline" made from string and hung with all 26 laminated uppercase letter cards, [student's name] clipped the lowercase letter cards to their uppercase matches.
- Ten uppercase and 10 lowercase foam letters were placed in a tub of water. [Student's name] used a toy fishing pole to fish for matching uppercase and lowercase letters.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.2 *Demonstrate knowledge of concepts of print*

Alternate Performance Indicator (API): R.2.8 *Develop awareness of parts and wholes and how the parts relate to the whole*

Sample Activities:

- When shown a mirror reflecting his or her own features, [student's name] identified the parts of the face (features) and the whole face by pointing to each on request.
- When shown a mirror reflecting his or her own features, [student's name] orally identified the parts of the face (features) and the whole face on request.
- When shown five pictures—train, dog, bird, flower, and house—[student's name] identified, by pointing, the whole object and some of its parts. For example, when asked, "Where is the dog's tail?" [student's name] pointed to the tail.
- Given a snap-together model car, [student's name] identified the parts and assembled them to make a whole car.
- Given the pieces of a five-piece jigsaw puzzle, [student's name] assembled the pieces to make a whole picture.
- Twenty two-syllable words, some of which began with the same syllable, were listed in random order on the right side of a piece of paper (e.g., cobra, cobble, puppet, pupil, antic, anvil). [Student's name] wrote the words in alphabetical order on the left side of the paper, indicating an ability to separate words by their parts.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.2 *Demonstrate knowledge of concepts of print*

Alternate Performance Indicator (API): R.2.9 *Alphabetize words to the first letter*

Sample Activities:

- Given clothespins and a “clothesline” made from string, [student’s name] clipped laminated letter cards to the clothesline in alphabetical order.
- Given a toy train with 26 cars (each with a letter of the alphabet on the side), [student’s name] attached the train cars in alphabetical order.
- Given laminated sections of a poster board caterpillar, each with a letter of the alphabet written on it, [student’s name] assembled the caterpillar with the pieces in alphabetical order.
- Given alphabetized file folders and replicas of job resumes, each with a person’s last name at the top, [student’s name] filed the resumes in alphabetical order by the person’s last name.
- When five peers were each given a placard with a spelling word on it, [student’s name] used verbal cues to line the peers up so that words on their placards were in alphabetical order (e.g., “Jimmy, you stand here”; “Suzy, stand behind Jimmy.”).

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.2 *Demonstrate knowledge of concepts of print*

Alternate Performance Indicator (API): R.2.10 *Read high frequency sight words*

Sample Activities:

- [Student's name] was shown the word "go" on a plastic Edmark sheet and told what the word was. [Student's name] repeated the word. [Student's name] then identified that word (by pointing) from among four other words on the next line. This step was repeated three times. Next, the teacher pointed to the word and asked [student's name] what it said. [Student's name] correctly identified the word "go." [Student's name] used a finger to write the word five times in a sand tray. Then the word was added to [student's name]'s word bank.
- Given 10 separate words written on individual index cards in front of him/her, [student's name] repeated and pointed to each word when the teacher said it, with verbal prompts from the teacher as needed.
- As the teacher read the Dr. Seuss book *The Cat in the Hat* aloud to [student's name], he/she paused at familiar sight words, and [student's name] orally filled them in.
- As the teacher read the book *Amelia Bedelia* aloud to [student's name], he/she paused at familiar sight words, and [student's name] orally filled them in.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.2 *Demonstrate knowledge of concepts of print*

Alternate Performance Indicator (API): R.2.11 *Identify the first and last parts of a word (e.g., point to the beginning of the word; point to the end of the word)*

Sample Activities:

- With five peers lined up from left to right, [student's name] orally identified who was at the beginning of the line and who was at the end. (Prerequisite)
- Given a word made up of letters written on laminated train cars, with the engine at the beginning of the word and the caboose at the end, [student's name] identified the beginning and the end of the word by pointing to each on request.
- When given a word card and asked, "Where is the beginning of this word?" [student's name] pointed to the beginning letter.
- When given a word card and asked, "Where is the end of this word?" [student's name] pointed to the final letter.
- Given a whiteboard eraser and 10 words written on the dry-erase board, [student's name] erased the beginning or ending letter of each word as directed by the teacher.
- Given a flashlight, [student's name] pointed the beam at the beginning or ending letters of 10 words on the board, as directed by the teacher.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.2 *Demonstrate knowledge of concepts of print*

Alternate Performance Indicator (API): R.2.12 *Demonstrate a one-to-one matching of spoken words to words or word representations in print*

Sample Activities:

- Given five word cards and pictures of the objects they represent, [student's name] read each word aloud and matched it to the correct picture.
- Given a laser pointer, [student's name] directed the beam at each word in the text of the Dr. Seuss book *Sam I Am*, as the teacher read it aloud.
- Given a laser pointer, [student's name] directed the beam at each word in the text of a Native American fable, as the teacher read it aloud.
- Given a set of word cards that could be arranged to make a sentence, [student's name] made the sentence by placing each word card in a pocket chart as the teacher said the word. The words were in random order when given to [student's name], who chose the correct word as it was spoken.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.2 *Demonstrate knowledge of concepts of print*

Alternate Performance Indicator (API): R.2.13 *Demonstrate understanding that print materials are read top to bottom, left to right, and front to back (e.g., following charts or simple books with finger pointing)*

Sample Activities:

- Given a line of text on a sentence strip with a green dot at the beginning and a red dot at the end, [student's name] read the text, beginning with the green dot ("go") and ending with the red dot ("stop").
- With the words to the song "I am a Pizza" written on chart paper, [student's name] used a yardstick to direct the other students to the beginning of each line as the class sang the song. [Student's name] began by pointing to the first line and moved down the page as the song progressed.
- With the words to the song "America the Beautiful" written on chart paper, [student's name] used a yardstick to direct the students to the beginning of each line as the class sings the song. [Student's name] began with the first line and moved down the page as the song progresses.
- When the teacher read the story "Alexander and the Terrible, Horrible, No-Good, Very Bad Day" aloud to [student's name], [student's name] followed along in the text with a finger under the words.
- When the teacher read an African folk tale aloud to [student's name], [student's name] followed along in the text with a finger under the words.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.2 *Demonstrate knowledge of concepts of print*

Alternate Performance Indicator (API): R.2.14 *Identify key parts of a book (e.g., title, author, illustrator, chapters)*

Sample Activities:

- Given a picture book of his/her choice (in this case, a *Star Wars* book) and asked, "Where is the title?" [student's name] pointed to the title.
- Given a library book of his/her choice (in this case, *The Silver Sword*), [student's name] identified the title, author, illustrator, chapters, and copyright date by using his/her "Go-Talk" communicator. The teacher pointed to each of these parts of the book, and [student's name] hit the correct word on the communicator.

Content Standard: READING

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.3 *Develop and maintain phonemic awareness and decoding strategies*

Alternate Performance Indicator (API): R.3.1 *Engage in and enjoy word play with silly sounds and real and nonsense words*

Sample Activities:

- [Student's name] sat in the music circle with peers and sang along with the song "John Jacob Jingleheimer Schmidt."
- [Student's name] sat in the music circle with peers and sang along with the song "Mairzy Dotes and Dozey Dotes."
- [Student's name] sat in the music circle with peers and sang along with and did the motions for the song "Waddely-Ah-Cha."
- After hearing the *Gerald McBoing Boing Sound Book* read aloud, [student's name] orally imitated the sounds in the book.
- While the teacher read aloud from the Dr. Seuss book *Mr. Brown Can Moo, Can You?* [student's name] imitated the sounds featured in the story.
- [Student's name] helped provide verbal sound effects (e.g., thunder, an elephant trumpeting, the hiss of a snake) for a reader's theater version of the Rudyard Kipling story "The Elephant's Child."

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.3 *Develop and maintain phonemic awareness and decoding strategies*

Alternate Performance Indicator (API): R.3.2 *Recognize and produce rhyming words*

Sample Activities:

- With a peer partner, [student's name] took turns orally changing the beginning sound of one-syllable, consonant-vowel-consonant words to make rhyming words (e.g., cat to pat, kit to sit, mop to top). The peer began each string of rhyming words using a list provided by the teacher. When the peer and [student's name] were unable to come up with a new rhyming word for a particular word, the peer changed to a different one.
- [Student's name] correctly applied rhyming rules to sing the verses for letters A-M of the song "The Name Game," which begins, "Anna Anna bo Banna, Banana fanna fo Fanna, Fee Fie mo Manna—Anna."
- The teacher orally gave [student's name] 10 pairs of words, five of which rhymed and five of which did not rhyme. [Student's name] signaled "thumbs up" if the words rhymed and "thumbs down" if the words did not rhyme.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.3 *Develop and maintain phonemic awareness and decoding strategies*

Alternate Performance Indicator (API): R.3.3 *Understand that a phoneme is one distinct sound*

Sample Activities:

- When shown the letter cards b, f, h, m, and s, [student's name] made the sound represented by that letter.
- [Student's name] searched through a stack of pictures cut from magazines and old books to find pictures of things that began with the /sh/ sound (e.g., shovel, shower, shirt). He/she glued the pictures onto a piece of poster board, labeled it "SH," and decorated the border using colored markers.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.3 *Develop and maintain phonemic awareness and decoding strategies*

Alternate Performance Indicator (API): R.3.4 *Use sound stretching of one-syllable words to identify each phoneme (e.g., cat, /c/, /a/, /t/)*

Sample Activities:

- A peer tutor read the words “Sam, hat, man, sad, mat, and map” aloud from word cards, then showed [student’s name] each word and asked him/her to read it. When the peer held his/her finger under the letter, [student’s name] sustained the sound. When the peer moved his/her finger quickly across the letter, [student’s name] said the sound quickly. [Student’s name] read each word slowly and then fast.
- [Student’s name] read one-syllable words from the board using a flashlight beam to help sound out the word. As the beam touched each letter in turn, [student’s name] said the correct letter sound, then ran the beam across the whole word and said the word.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.3 *Develop and maintain phonemic awareness and decoding strategies*

Alternate Performance Indicator (API): R.3.5 *Demonstrate understanding of letter-sound matches*

Sample Activities:

- [Student's name] marched in a "letter-sound parade," in which the leader held up a letter card and the other students marched behind chanting the sound represented by that letter. The children took turns leading, and each child had a different letter. When the leader changed, so did the letter sound being chanted.
- After a discussion about the letter "H" and the sound it makes, [student's name] made a paper bag puppet of a hippopotamus and cut out magazine pictures of things that start with "h" to put in a pocket on the hippo puppet's stomach.
- Given 10 letters on a magnetic board, [student's name] said the sound represented by each letter as the teacher pointed to each letter in turn.
- [Student's name] completed a worksheet by drawing a line with a pencil from letters to pictures that start with those letters.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.3 *Develop and maintain phonemic awareness and decoding strategies*

Alternate Performance Indicator (API): R.3.6: *Make letter-sound associations*

Sample Activities:

- [Student's name] made letter/sound associations by playing ABC BINGO. A peer tutor made the sound of the letter to be found, and [student's name] found the corresponding letter on his/her BINGO card.
- With 10 letters written on a dry-erase board, [student's name] pointed to the correct letter when the teacher said the sound represented by that letter.
- [Student's name] cut out magazine pictures of things that begin with the sound /s/ and glued them to poster board to make a collage.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.3 *Develop and maintain phonemic awareness and decoding strategies*

Alternate Performance Indicator (API): R.3.7 *Use letter-sound matches to decode simple words*

Sample Activities:

- A peer tutor gave [student's name] three magnetic letters that could be arranged to spell a one-syllable, consonant-vowel-consonant word. When the peer said the word, [student's name] arranged the letters in the correct order to spell the word.
- [Student's name] was given five magnetic letters that could be used to make a variety of one-syllable, consonant-vowel-consonant words. When the teacher said one of those words, [student's name] chose the correct three letters and arranged the letters to correctly spell the word.
- When a peer wrote a one-syllable, consonant-vowel-consonant word on the whiteboard, [student's name] sounded out the word.
- Given 20 word cards, each representing a one-syllable, phonetically regular word, and word cards for "a" and "the," [student's name] read the words and arranged them in various ways to make 10 different sentences.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.3 *Develop and maintain phonemic awareness and decoding strategies*

Alternate Performance Indicator (API): R.3.8 *Identify consonant sounds in isolation*

Sample Activities:

- When given five magnetic letters representing the consonant sounds /m/, /s/, /b/, /t/, and /k/, [student's name] placed the correct letter on the magnetic board as the teacher said the sound represented by that letter.
- When shown 10 consonant letter cards, one at a time, [student's name] said the correct sound for each consonant as it was presented.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.3 *Develop and maintain phonemic awareness and decoding strategies*

Alternate Performance Indicator (API): R.3.9 *Identify vowel sounds in isolation*

Sample Activities:

- When shown five vowel letter cards, one at a time, [student's name] said the correct short sound for each vowel as it was presented.
- [Student's name] listened to a story about an alligator named Annie. Then he/she made a sock puppet alligator (sock, felt pieces, wiggle eyes, fabric glue) and used it to put pictures of things that begin with the short "a" sound in a construction paper "pond."

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.3 *Develop and maintain phonemic awareness and decoding strategies*

Alternate Performance Indicator (API): R.3.10 *Recognize words with same beginning and ending sounds*

Sample Activities:

- A peer said 10 pairs of words, five that began with the same sound and five that began with different sounds. [Student's name] signaled "thumbs up" if the beginning sounds were the same and "thumbs down" if they were different.
- [Student's name] was given 20 picture cards, half beginning with the letter "s" and half beginning with the letter "m." [Student's name] sorted the pictures according to their beginning sound.
- [Student's name] played a game called "First Sound, Last Sound." To play the game, players stand at the start line. The leader stands at the finish line and says a series of one-syllable words, one at a time. The teacher tells the students that they will be listening for a given sound, such as /p/. If the word begins with the given sound, players take a giant step forward. If the word ends with the given sound, players take two bunny hops forward. If the word neither begins nor ends with the given sound, players stand still. If a player moves forward when he/she should stand still, that player moves backward one step. The first player to the finish line wins.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.3 *Develop and maintain phonemic awareness and decoding strategies*

Alternate Performance Indicator (API): R.3.11 *Use sound blending of each separately spoken phoneme to make meaningful words (e.g., /m/, /o/, /m/ to mom)*

Sample Activities:

- Given a visual representation of the letter “m” (a card with the letter “m” on it) and told, “Say it slowly,” [student’s name] stretched the corresponding sound—“Mmmmmmm.” When told, “Say it fast,” [student’s name] said the sound quickly.
- [Student’s name] sounded out the words “Sam, hat, man, sad, mat, and map” presented on index cards, with the teacher’s finger as a guide to sound stretching. When the teacher held her finger under a letter, [student’s name] sustained the sound. When the teacher moved her finger quickly across the letters, [student’s name] said the sounds quickly, blending the sounds. [Student’s name] read each word slowly and then fast.
- [Student’s name] read one-syllable words from the board using a flashlight beam to help sound out the word. As the beam touched each letter in turn, [student’s name] said the correct letter sound, then ran the beam across the whole word and said the word.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.3 *Develop and maintain phonemic awareness and decoding strategies*

Alternate Performance Indicator (API): R.3.12 *Segment one-syllable words into individual sounds and blend the sounds into whole words*

Sample Activities:

- With the teacher's finger as a guide, [student's name] sounded out the words "pad, cat, hop, sip, and nut," which were written on the whiteboard. When the teacher held his/her finger under a letter, [student's name] sustained the sound. When the teacher moved his/her finger quickly across the letters, [student's name] said the sound quickly, blending the sounds. [Student's name] read each word slowly and then fast.
- Given six word cards—cat, mom, dad, cup, sit, and bag—[student's name] repeated each word after the teacher, cut each word into its separate letters, said each individual sound, then reconstructed the original words and read them.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.3 *Develop and maintain phonemic awareness and decoding strategies*

Alternate Performance Indicator (API): R.3.13 *Understand that words are made up of one or more syllables (e.g., students clap syllables in words)*

Sample Activities:

- Given a list (on notebook paper) of five two-syllable words, [student's name] used a red marker to draw a line between the two syllables of each word.
- The teacher said 10 multi-syllable words, with a pause between each one. After each word was spoken, [student's name] repeated the word, clapping with each syllable and pausing between syllables. For example, if the teacher said, "partner," the student would clap while simultaneously saying, "part," then pause, then clap while saying "ner."
- A peer said 10 multi-syllable words, with a pause between each one. After each word was spoken, [student's name] held up a number of fingers equal to the number of syllables in each word.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.3 *Develop and maintain phonemic awareness and decoding strategies*

Alternate Performance Indicator (API): R.3.14 *Distinguish individual sounds, including blends and diagraphs, within words*

Sample Activities:

- With a word written on the board, the teacher said a sound in the word, and [student's name] pointed to the letter, blend, or diagraph that represented that sound.
- [Student's name] played "Blend & Diagraph BINGO" with a small group of peers.
- [Student's name] played a variation of "Go Fish" based on blends and diagraphs. The deck was made up of picture cards, each beginning with a blend or a diagraph. There were four pictures representing each blend or diagraphs. Players tried to make "books" by collecting all four of a given blend or diagraph.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.4 *Develop and extend reading vocabulary*

Alternate Performance Indicator (API): R.4.1 *Use vocabulary (e.g., pictures, symbols, objects, or words) to demonstrate knowledge of basic and expanded pragmatic functions (e.g., commenting and social words)*

Sample Activities:

- [Student's name] used symbols on his/her communication board to say "Hello" and "How are you?" to a peer on the playground when prompted by the teacher to do so.
- When shown a red ball, a red crayon, and a red scarf and asked, "How are these things the same?" [student's name] used his/her communication board to describe the objects as red.
- Given a photograph of a child feeding a puppy, [student's name] orally described what was happening in the picture.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.4 *Develop and extend reading vocabulary*

Alternate Performance Indicator (API): R.4.2 *Demonstrate and respond with understanding upon listening attentively to stories*

Sample Activities:

- After listening to the story of "The Three Bears," [student's name] used picture cards to answer questions about the story. (The teacher asked a question, and [student's name] pointed to the picture that answered the question. For example, when asked, "Whose porridge was too hot?" [student's name] would point to the picture of Papa Bear.)
- After listening to the story of "Paul Bunyan," [student's name] used picture cards to answer questions about the story. (The teacher asked a question, and [student's name] pointed to the picture that answered the question. For example, when asked, "Who was Babe?" [student's name] would point to the picture of the blue ox.)
- The teacher read aloud from the story "The Ugly Duckling." After each page, the teacher asked questions about the content of the story, and [student's name] orally answered those questions.
- The teacher read aloud from a controlled-vocabulary adaptation of *Black Beauty*. After each page, the teacher asked questions about the content of the story, and [student's name] orally answered those questions.
- After hearing a peer read the story "The Frog Prince," [student's name] orally answered questions the peer asked about the story.
- [Student's name] listened to a recording of "The Legend of Paul Bunyan" and used a pencil to write three sentences on notebook paper about things that happened in the story.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.4 *Develop and extend reading vocabulary*

Alternate Performance Indicator (API): R.4.3 *Use vocabulary to identify and describe objects and events*

Sample Activities:

- When shown pictures of familiar concrete objects—car, cup, tree, flower, pencil, book, and cake—and asked, “What is this?” [student’s name] orally named the objects.
- [Student’s name] and a peer sat across from each other and took turns orally describing each other (e.g., “She is wearing blue jeans. I see her tennis shoes. She has a pink bow. She has Spongebob on her shirt. She is smiling. Her hair is brown. She has glasses.”). The teacher prompted [student’s name] orally as needed by asking, “What else do you see?”
- When a peer asked, “What did you do after school yesterday?” [student’s name] orally described the events of the evening.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.4 *Develop and extend reading vocabulary*

Alternate Performance Indicator (API): R.4.4 *Demonstrate ability to retell familiar stories (e.g., recall two- to three- step sequence of events, retell story in own words, draw conclusions based on evidence in story, use pictures or representations to discuss main idea)*

Sample Activities:

- Given pictured scenes from the story “The Gingerbread Man,” [student’s name] placed the pictures in order and orally described what happened in the story as shown in the pictured scenes.
- Given pictured scenes from a Chinese folk tale, [student’s name] placed the pictures in order and orally described what happened in the story as shown in the pictured scenes.
- [Student’s name] used flannel board figures to illustrate his/her verbal retelling of the story of “Little Red Riding Hood.”
- After listening to the recording of “Little Red Riding Hood” and hearing the story read aloud by an adult, [student’s name] and peers took turns orally retelling parts of the story in sequence. For example, a peer began the story. The next child picked up where the first left off, and so on.
- After listening to the recording of a Greek myth and hearing the story read aloud by an adult, [student’s name] and peers took turns orally retelling parts of the story in sequence. For example, a peer began the story. The next child picked up where the first left off, and so on.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.4: *Develop and extend reading vocabulary*

Alternate Performance Indicator (API): R.4.5 *Identify or use synonyms and antonyms*

Sample Activities:

- [Student's name] played a synonym-matching game made out of clothespins and a round piece of cardboard like the one from a frozen pizza package. Lines were drawn on the cardboard circle to make 16 "pizza slices." Each slice was labeled with a different word. A synonym for each word was written on the clothespins. [Student's name] clipped each clothespin to its synonym.
- [Student's name] played an antonym-matching game made out of clothespins and a round piece of cardboard like the one from a frozen pizza package. Lines were drawn on the cardboard circle to make 16 "pizza slices." Each slice was labeled with a different word. An antonym for each word was written on the clothespins. [Student's name] clipped each clothespin to its antonym.
- [Student's name] played a synonym game. Players were divided into two teams. The teams lined up facing each other. The first player said a word that has a synonym. The second named a synonym for that word. The first player named another synonym. When either player ran out of synonyms for that word, he/she went to the back of the line and the other player started a new set. Each synonym generated earned the team a point.
- Given a list of 10 words on lined notebook paper, [student's name] used a pencil to write the antonym for each word beside it on the list (e.g., big/small).

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.4 *Develop and extend reading vocabulary*

Alternate Performance Indicator (API): R.4.6 *Read words (e.g., match oral words to written words, decode words, recognize basic sight words such as Dolch and environmental/survival words)*

Sample Activities:

- [Student's name] walked through the school grounds with a peer and identified environmental/survival sign words (stop, danger, restroom, exit, caution, keep out, school crossing) by pointing to and naming the signs. Flash cards and duct tape were used to provide some signs (labels) not normally found in the school environment.
- [Student's name] played a matching game with 10 word cards (two each of five words from the Dolch word list). The word cards were placed face down on the table, and [student's name] turned two cards face up. If they matched, [student's name] picked them up and placed them together to the side. If they did not match, [student's name] turned them face down and tried again. The game continued until all of the pairs had been matched.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.4 *Develop and extend reading vocabulary*

Alternate Performance Indicator (API): R.4.7 *Determine the meaning of unfamiliar words through visual, tactile, and/or print context cues*

Sample Activities:

- [Student's name] was given a cardboard strip with an illustrated sentence containing an unfamiliar word. On request, [student's name] used phonics rules, clues from the picture, and context cues to determine and read the unfamiliar word aloud.
- [Student's name] was given a short, typed paragraph about swans. The paragraph contained three words that [student's name] recognized in conversation but had never read in print. [Student's name] read the paragraph aloud, figuring out the unfamiliar words from context and phonetic cues.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.4 *Develop and extend reading vocabulary*

Alternate Performance Indicator (API): R.4.8 *Read text containing familiar letter-sound correspondence and high-frequency words (e.g., environmental print, passages, books, stories)*

Sample Activities:

- While on the bus ride to a museum field trip, [student's name] pointed out familiar signs on request (e.g., McDonald's, Wal-Mart, Target, etc.) to a peer tutor sitting beside him/her.
- [Student's name] participated in a choral reading activity, reading assigned parts of "I Know an Old Lady Who Swallowed a Fly" aloud from a chart.
- [Student's name] participated in a choral reading activity, reading assigned parts of "There's a Hole In My Bucket, Dear Liza, Dear Liza" aloud from a chart.
- [Student's name] read aloud from a low-vocabulary, high-interest book on animals and their babies, correctly pronouncing high-frequency words learned to date.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.5 *Use active comprehension strategies to derive meaning while reading and check for understanding after reading*

Alternate Performance Indicator (API): R.5.1 *Demonstrate comprehension of reading text by responding orally and/or motorically to content*

Sample Activities:

- [Student's name] and four peers played a game using action word cards (e.g., jump, hop, skip, run, dance, sing, etc.). One player was the card holder, or dealer. The dealer gave each player a card. Each player in turn read his or her card and did what it said. A point was awarded for each correct response.
- [Student's name] took part in a treasure hunt. Clues were written on strips of paper and hidden around the room, each clue leading to the next. [Student's name] read each clue and followed the directions on it. Eventually, the clues led to a "treasure chest"—a box painted to look like a treasure chest and with a "pirate scroll" inside. The scroll was a certificate printed on parchment, rolled up, and tied with a piece of twine.
- [Student's name] read his/her assigned part from a script for *Who's in Rabbit's House?* and followed the written stage directions to act out his or her part.
- [Student's name] read his/her assigned part from a script for *A Christmas Carol* and followed the written stage directions to act out his or her part.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.5 *Use active comprehension strategies to derive meaning while reading and check for understanding after reading*

Alternate Performance Indicator (API): R.5.2 *Recognize the main idea in picture books, text, and other print media*

Sample Activities:

- [Student's name] listened to a short paragraph about rockets read aloud by the teacher. The teacher orally gave [student's name] four possible main ideas for the paragraph, only one of which was correct. [Student's name] tapped the ringer of a hotel bell when the correct answer was given.
- When the teacher read a short paragraph about pirates aloud to [student's name] and asked what the paragraph was about, [student's name] was able to orally paraphrase key information about the paragraph.
- When the teacher read a short paragraph about pandas aloud to [student's name] and asked what the paragraph was mainly about, [student's name] was able to tell the main idea using an electronic communication device.
- [Student's name] read the book *Too Many Cats* aloud along with a peer and then orally answered four multiple choice questions and one open-ended question about the story's plot. Then, on request, he/she orally stated the main idea of the story.
- After hearing the story "The Princess and the Pea," [student's name] identified the main idea on request (by pointing) to one of four pictures that captured the main idea of the story.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.5 *Use active comprehension strategies to derive meaning while reading and check for understanding after reading*

Alternate Performance Indicator (API): R.5.3 *Demonstrate literal comprehension of major story elements in print and non-print text, including characters, setting, and plot*

Sample Activities:

- On request, after listening to a “social story” about sharing, [student’s name] used simple but appropriate phrases to orally tell about the issues raised by the story.
- After hearing a recording of the book *The 500 Hats of Bartholomew Cubbins*, [student’s name] responded to a series of true/false statements about the story. The teacher read the statements aloud, and [student’s name] responded with “thumbs up” for “true” and “thumbs down” for “false.”
- After hearing a recording of a chapter from *Old Yeller*, [student’s name] responded to a series of true/false statements about the story. The teacher read the statements aloud, and [student’s name] responded with “thumbs up” for “true” and “thumbs down” for “false.”
- After listening to the teacher read a chapter from the book *Charlotte’s Web*, [student’s name] orally answered questions such as “Who was in the story?” and “How did Charlotte save Wilbur?”

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.5 *Use active comprehension strategies to derive meaning while reading and check for understanding after reading*

Alternate Performance Indicator (API): R.5.4 *Make predictions from text of events that might occur next*

Sample Activities:

- Given a series of two sequential pictures that showed the beginning and middle of an event, and shown two additional pictures, only one of which would provide a reasonable ending to the story, [student's name] indicated by gesture which picture portrayed the ending.
- After hearing a sequence of events without a resolution (e.g., "The chef turned on the stove. He put the cake inside. There was so much to do to get ready for the dinner that he completely forgot about the cake."), [student's name] used a simple phrase to orally predict a reasonable ending (e.g., "the cake burned," "there was a fire") when asked what might happen next.
- As the teacher read aloud from the book *If You Give a Mouse a Cookie*, he or she stopped after each page to ask [student's name] what might happen next. [Student's name] orally provided a reasonable answer for each question.
- As the teacher read aloud from the book *There's a Boy in the Girl's Bathroom*, he or she stopped after each page to ask [student's name] what might happen next. [Student's name] orally provided a reasonable answer for each question.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.6 *Experience various literary and media genres*

Alternate Performance Indicator (API): R.6.1 *Demonstrate ability to understand purpose of charts, graphs, pictures, cartoons, newspapers, magazines, or computer-generated materials*

Sample Activities:

- When given a *Ranger Rick* magazine and asked to read it, [student's name] opened the magazine and looked at the pictures.
- When shown a chart of the planets and asked to find Earth, [student's name] pointed to the correct planet.
- The teacher gave [student's name] a newspaper and asked what it was for. [Student's name] orally offered a reasonable answer describing the purpose of newspapers.
- When shown a multi-panel cartoon with recognizable events in each panel, [student's name] orally described the events shown in the cartoon.
- When shown a paper bar graph with two bars and asked, "Which is more?" [student's name] pointed to the correct bar.
- [Student's name] was given a piece of poster board with three strips of colored paper to represent the bars of a bar graph. One end of each strip was inserted into a designated slot so the bars could be made longer or shorter. Each strip was labeled with a picture showing dogs, cats, or horses. The teacher arranged the strips so that they showed varying lengths and asked [student's name] which showed the most and which the least. [Student's name] indicated the correct answer by pointing and answering orally. After [student's name] had answered five questions about teacher-made configurations, [student's name] manipulated the bar graph to show five different configurations (e.g., the most horses and the least dogs).

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.6 *Experience various literary and media genres*

Alternate Performance Indicator (API): R.6.2 *Demonstrate ability to use charts, graphs, pictures, cartoons, newspapers, magazines, or computer-generated materials*

Sample Activities:

- [Student's name] looked through various magazines and newspaper supplements to locate ads about personal items, food, and clothing. [Student's name] then cut them out and glued them into a journal for a later discussion.
- With the help of a peer, [student's name] used colored markers to make a pictograph on poster board showing how many boys and how many girls were in the class.
- [Student's name] worked with a small group to make a series of line graphs charting the results of an experiment (conducted in previous weeks) showing the growth of two classroom plants, one placed in sunlight and the other placed inside a dark cabinet. The charts were on poster board and incorporated data on height, coloration, and hydration of the plants on five different days, as recorded in the students' science journals. [Student's name] made oral contributions to the discussion and helped connect the dots on the graphs.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.1 *Use writing tools to make marks on paper*

Sample Activities:

- The teacher placed a toy in [student's name]'s field of vision and encouraged him/her to grasp the toy, using physical prompts as needed to help him/her grasp it. (Prerequisite)
- When shown a squeeze brush with glitter paint, [student's name] reached toward the brush. The teacher provided hand-over-hand assistance in using the brush to paint a simple geometric shape on art paper.
- Given an adapted paintbrush with a strap, [student's name] made marks on a classroom mural of the first Thanksgiving. A peer tutor provided hand-over-hand assistance or touch cues as needed. (Prerequisite)
- When given a piece of paper with a circle on it, [student's name] used a crayon to add purposeful marks to the circle to create a picture of choice (in this case, an owl).
- Given a dry-erase marker, [student's name] used scribbled on the dry-erase board, with help from a peer tutor as needed.
- [Student's name] used a stamp made from half a potato to make shamrocks for a St. Patrick's Day bulletin board. [Student's name] dipped the stamp into green paint and stamped the shamrock onto white construction paper. When the paint was dry, he/she cut out the shamrocks. (Prerequisite)
- Given foam shapes and tempera paint, [student's name] dipped the shapes into the paint and used them to make prints on watercolor paper.
- [Student's name] used colored sidewalk chalk to draw a simple landscape on the sidewalk outside the classroom.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.2 *Correctly manipulate a variety of media tools to make marks*

Sample Activities:

- [Student's name] used a marker and a stencil to write the uppercase letter "A" on typing paper.
- [Student's name] used a finger to draw pictures in shaving cream on his/her desk. A paraprofessional modeled several shapes to show [student's name] how to make marks in the shaving cream.
- [Student's name] used magic markers to scribble on art paper.
- [Student's name] used finger paint on plain white paper to make purposeful designs, such as patterns based on geometric shapes.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.3 *Copy from image*

Sample Activities:

- [Student's name] and a peer stood face-to-face. The peer made a series of slow movements, which [student's name] mirrored. [Student's name] and the peer took turns being the leader and being the "mirror." (Prerequisite)
- As the teacher drew a continuous, meandering line over a piece of poster board, [student's name] "drove" a toy car along the line, following closely behind the teacher's moving hand. (Prerequisite)
- As the teacher drew a continuous, meandering line over a piece of poster board, [student's name] traced the teacher's line with a highlighter by following closely behind the teacher's moving hand. (Prerequisite)
- [Student's name] used a marker to copy a circle on art paper with hand-over-hand assistance from a peer.
- The teacher drew a simple geometric shape on the dry-erase board, pausing after each stroke to allow [student's name] time to copy the stroke with a marker. The teacher provided verbal prompts and touch cues as needed.
- Using markers on art paper, [student's name] imitated a variety of straight and curved lines as demonstrated by a peer.
- After a peer drew simple geometric shapes (e.g., circle, square, triangle) on the whiteboard, [student's name] used a dry-erase marker to copy the shapes.
- [Student's name] was given a dry-erase board (cut to his desk size) and a marker in a color of his/her choice. After a peer drew a circle, [student's name] copied the shape. The peer repeated the sequence for the square and the triangle, one at a time, for [student's name] to draw.
- Using a finger to draw in a salt tray, [student's name] and a peer practiced copying simple drawings made up of basic shapes (e.g., a house from a square and a triangle, a snowman from three circles). The peer demonstrated each step of each drawing for [student's name] to imitate.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.4 *Create picture/symbol/object to communicate meaning*

Sample Activities:

- Given a writing utensil of choice (he/she chose a crayon), [student's name] was asked to draw a happy face, a sad face, or a mad face on unlined paper to identify his/her mood in response to the following question: "How are you feeling?" He/she drew a happy face.
- Given a writing utensil of choice (he/she chose a glitter pen), [student's name] drew a happy face, a sad face, or a mad face on unlined paper to identify his/her mood in response to the following questions: "How would you feel if someone gave you a present?", "How would you feel if someone broke your favorite toy?", and "How would you feel if someone called you a mean name?"
- Given colored pencils, crayons, and markers, [student's name] drew and colored a recognizable picture of his/her choice (a horse) on poster board.
- Given markers and Bristol board, [student's name] drew stick figures to represent the members of his/her family.
- Given markers, colored pencils, and a piece of unlined paper, [student's name] made a "picture message" to give a friend or family member. For example, the word "I" was represented by a picture of an eye. The word "love" was represented by a heart. The word "you" was represented by the letter "u."

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.5 *Write some letters (specifically, form legible uppercase and lowercase letters by copying a visual representation)*

Sample Activities:

- [Student's name] used a marker and a stencil to make the uppercase letter "A" on unlined paper.
- [Student's name] used a pencil to trace an uppercase letter "A" written in highlighter on tablet paper.
- [Student's name] copied the uppercase letter "A" using a finger in a salt tray.
- [Student's name] used a flashlight to trace a large uppercase letter "A" written on the chalkboard.
- On first-grade tablet paper, [student's name] used a pencil to copy the uppercase letters "A," "B," "C," and "D" from one line to the next.
- [Student's name] used a pencil to draw the outline of an uppercase letter "R" from memory on a piece of art paper and then used paint and glitter to decorate it.
- [Student's name] used a pen to write his/her first and last name correctly on a worksheet by copying from a laminated "business card" that he/she carries with him/her. The card has [student's name]'s first and last name on it.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.6 *Demonstrate journaling through use of pictures and symbols*

Sample Activities:

- [Student's name] chose picture symbols from a clip art sheet to cut out and paste in a journal entry about a class field trip.
- In his/her daily journal, [student's name] used colored pencils to draw a picture to represent the day's most notable events. He/she chose to draw a picture of himself/herself petting the class guinea pig.
- In his/her journal, [student's name] used a pen to write a sentence about his/her favorite part of the day (Art class).
- In his/her daily journal, [student's name] used a pencil to write a paragraph about the class field trip to the zoo.
- [Student's name] used the computer to type three sentences about the class field trip to the zoo. Then he/she printed them out and pasted them into his/her journal.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.7 *Trace or reproduce letters correctly*

Sample Activities:

- [Student's name] was given a sheet of tablet paper with six dotted letters on it (R, r, B, b, S, s). [Student's name] traced each upper and lower case letter with the pencil of his/her choice.
- [Student's name] used his/her index finger to write his/her first name in shaving cream.
- [Student's name] used a marker to trace dotted uppercase letters of the alphabet on tablet paper.
- The teacher showed [student's name] how to make the letter "A" by drawing it with an index finger in a foil tray filled with sand. Then the teacher wrote the letter one line at a time, and [student's name] imitated the strokes to make the letter.
- [Student's name] traced the dotted letters of his/her name using a pencil on tracing paper.
- [Student's name] was given a sheet of paper with the first three letters of his/her name written in highlighter. Using a colored pencil, [student's name] traced letters within ¼ inch of the lines with minimal assistance.
- [Student's name] used Wikky Stix to form uppercase letters named by the teacher.
- [Student's name] used modeling clay to form lowercase letters named by the teacher.
- [Student's name] used a pencil to fill in the missing letters on an alphabet worksheet.
- The teacher read 10 sentences from a worksheet to [student's name]. Each sentence had one word printed in bold print. [Student's name] used a crayon to reproduce the bold-print word on the line provided beneath the sentence.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.8 *Write left to right, top to bottom*

Sample Activities:

- Given a peg board and fifty pegs, [student's name] placed the pegs into the board, beginning in the upper left hand corner and moving left to right, top to bottom. (Prerequisite)
- Given a piece of paper with a green dot at the left margin, a red dot at the right margin, and a thick straight line between, [student's name] "drove" a toy car across the line. The process was repeated for each line on the page.
- Given tablet paper with a green dot at the beginning (left side) of each line and a red dot at the end (right side) of each line, [student's name] drew a line with a highlighter from the green dot at the top left side of the page to the red dot at the top right side, then continued the same process for each remaining line, left to right and top to bottom.
- Given tablet paper with a green dot at the beginning (left side) of each line, [student's name] wrote his/her first name five times, beginning with his/her pencil on the green dot at the top left side of the page and continuing to write left to right and top to bottom.
- Given tablet paper with a green dot at the beginning (left side) of each line, [student's name] wrote five simple sentences, beginning with his/her pencil on the green dot at the top left side of the page and continuing to write left to right and top to bottom.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.9 *Write words, leaving space between letters and words*

Sample Activities:

- [Student's name] used a pencil to write the uppercase alphabet on tablet paper, using a Popsicle stick as a spacer. A peer sat beside him/her and reminded him/her to leave a space between each letter and the next.
- Leaving space between letters and words, [student's name] used a marker to write a list (on paper) of items to be used in a class scavenger hunt.
- Leaving space between letters and words, [student's name] used a scented marker to write the names of his/her classmates on Valentine envelopes.
- Leaving space between letters and words, [student's name] used a pen to write a list (on paper) of items to be bought for a class party.
- After listening to a story about Thanksgiving, [student's name] used a pencil and Thanksgiving stationery to write a persuasive letter to a family from the point of view of a turkey trying to convince the family to eat something other than turkey for their Thanksgiving dinner. [Student's name] used correct spacing of letters and words in his/her letter.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.10 *Express an idea with pictures/symbols/objects and/or words*

Sample Activities:

- In response to the question, “How do you feel?” [student’s name] used a picture communication board to describe his/her emotions. The teacher asked guiding questions as needed to help [student’s name] choose a picture to represent an emotion.
- When asked to describe a clubhouse he/she would like to have, [student’s name] used markers on poster board to illustrate the ideal clubhouse.
- After watching a video about a person who has a problem, [student’s name] used a pencil to write a sentence on notebook paper explaining how the person might solve the problem.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.11 *Write a short sentence, leaving space between words*

Sample Activities:

- [Student's name] used a pen to copy five sentences from the overhead into his/her writing journal, leaving spaces between letters and words.
- Using appropriate spacing and invented spelling, [student's name] used a pencil to write a sentence in a daily journal to describe his/her day.
- Using appropriate spacing, [student's name] used a pencil to write five sentences in a daily journal to describe his/her day.
- [Student's name] used a marker to copy a short sentence from one line to the next on a worksheet, using a finger to gauge the spacing between words.
- Given selected high-frequency sight word flash cards with which to create a sentence, [student's name] placed the words in order and used a pencil to copy the sentence on notebook paper with correct spacing between words.
- After learning a song, "Jingle Bells," [student's name] used a pen to write the lyrics on lined paper, leaving proper spacing between words and letters.
- After learning a song, "Colors of the Wind," [student's name] used a colored pencil to write the lyrics on lined paper, leaving proper spacing between words and letters.
- Leaving spaces between words, [student's name] used a glitter pen to write a paragraph on notebook paper about the story "Tom Thumb."
- During a classroom art activity, [student's name] made a word spacer from a Popsicle stick. He/she glued a fuzzy ball with wiggly eyes to the front of the stick (near the top). [Student's name] colored the stick using an indelible marker in the color of his/her choice. Once the stick was completed, [student's name] used it to aid in the correct spacing of the words "I like art," which he/she copied (using a pen) from a sentence strip onto manuscript tablet paper.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.12 *Arrange events in logical and sequential order using time order words*

Sample Activities:

- [Student's name] placed three sequencing cards in the proper order to tell the correct sequence (first, next, last) of a story (boy gathers wood and tools, boy builds tree house, boy and friends play games in tree house).
- [Student's name] used a pencil to write a three-sentence story on tablet paper, being sure to include a beginning, middle, and end. The story was: "Three pigs made houses. The wolf wanted in. The pigs got away."
- [Student's name] used a pencil to write the steps of a simple recipe of choice in order on a recipe card. He/she chose to write the recipe for no-bake chocolate cookies.
- With teacher assistance, [student's name] typed a simple Halloween story into the computer and made a Power Point presentation of it. The story used Edmark reading words that [student's name] had learned. A peer helped [student's name] practice his/her presentation, after which [student's name] read the story aloud and showed the Power Point presentation to a first grade class.
- [Student's name] placed sequencing cards in the correct sequence (first, next, last) of a story (girls canoeing, girls see dark clouds and lightning, girls watch the rainstorm from under shelter). The teacher mixed up the cards, handed them to [student's name], and instructed [student's name] to put the cards in the correct sequence. After placing the cards in the correct order, [student's name] was asked to "tell" the story to the examiner.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.13 *Describe a familiar object (e.g., use accurate names, list details)*

Sample Activities:

- [Student's name] and a peer played "What am I?" [Student's name] gave a verbal one-sentence description of an animal or object of choice. The peer tried to guess the animal or object based on the description. If the peer was correct, the turn ended and the peer asked the next question. If the peer guessed incorrectly, [student's name] provided another clue. The clues continued one at a time until the peer guessed or gave up. Then the peer and [student's name] changed roles.
- On request, [student's name] orally described a favorite object, such as a teddy bear. [Student's name] then used a crayon to write the description in a brief paragraph on tablet paper.
- [Student's name] participated in a group activity about descriptive writing. Each student drew the name of an object from a hat. [Student's name] used a pencil to write the name of his/her object at the top of a sheet of paper and to write a brief description of the object beneath. (The object was not named in the description.) The descriptions were folded and placed back into the hat. The students took turns drawing out descriptions and reading them to the group, and the group tried to guess the objects from the written descriptions.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.14 *Name or label objects or places*

Sample Activities:

- From a deck of 50 cards (five sets of 10 cards each), [student's name] chose a set of 10 word cards representing objects found in the school. Based on his/her choice of cards, [student's name] was taken to a room where the objects represented by the chosen cards could be found. There, he/she matched the card with words written on objects in that room. [Student's name] chose the set of cards for the cafeteria: table, bench, fork, knife, spoon, soap, dishrag, broom, napkin, milk.
- Given 10 labels for things in the classroom (e.g., desk, chair, pencil sharpener), [student's name] taped each label to the item it represented.
- Given a worksheet with pictures on the left side and labels on the right, [student's name] used a marker to draw a line from each picture to the word that named it. Pictures included a dog, cat, car, horse, house, man, bird, ball, spoon, snail.
- Given a map of the neighborhood, [student's name] used stickers to label important places, such as school, home, drugstore, and playground.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.15 *Use pictures/symbols/objects/words to create meaning*

Sample Activities:

- [Student's name] used colored pencils on paper to draw a picture about a family picnic that took place on Saturday, then orally described what was happening in the picture.
- [Student's name] used a pencil to write a journal entry about what a person should do if he/she is out with a friend who is shoplifting.
- [Student's name] used a laptop computer to write a letter to the celebrity of his/her choice, then printed it out and put it into an envelope to send.
- Given markers and art paper, [student's name] wrote a coded sentences using symbols and pictures (e.g., a picture of an eye to represent "I," a picture of a car to represent a car, "[a picture of a tent] – t + w" to represent "went"). [Student's name] wrote "I went to the beach."

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.16 *Write to entertain and inform (e.g., experience stories, pictures, shared writing)*

Sample Activities:

- [Student's name] used a pencil to write an introductory sentence and three supporting ideas on a photocopied graphic organizer on the following topic: "Choose a job to do for your family or a neighbor, and give three reasons why you would like to do that job."
- [Student's name] dictated a personal essay about what he/she wanted for Christmas. A peer wrote the words, and [student's name] illustrated the essay using watercolor pencils on watercolor paper.
- [Student's name] listened to a recording of the book *If You Give a Mouse a Cookie* and drew a picture with crayons on art paper to illustrate it. (Prerequisite)
- [Student's name] made a four-page booklet on a topic of his/her choice (he/she chose to write a story about zombies). He/she dictated a caption for each page, illustrated it, and "read" the booklet to the teacher after it was complete. The booklet was made with colored pencils on lined paper, yarn-bound between construction paper covers.
- [Student's name] used markers to write five sentences on notebook paper about the perfect birthday party.
- [Student's name] read a South American folktale and used a pencil to write three sentences on notebook paper about what was read.
- [Student's name] used a pen to write five sentences in his/her journal agreeing or disagreeing with the practice of requiring students to wear school uniforms.
- [Student's name] dictated a story about a camping disaster to the teacher, illustrated the story with markers on unlined paper, and then "read" it aloud to the class.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.17 *Participate in shared writing about social studies, science, the arts, and various classroom activities*

Sample Activities:

- After watching a documentary about crocodiles, [student's name] used a pencil to write five simple sentences about crocodiles on wide-ruled notebook paper.
- [Student's name] participated with a small group of peers in writing and performing a skit based on an African folk tale about Anansi. After the story had been read aloud to the class,, [student's name] dictated parts of the script to the group "scribe" and played the role of a villager. (Prerequisite)
- [Student's name] read an American folktale silently and then orally retold it to the teacher, who wrote down [student's name]'s words in his/her writing notebook. (Prerequisite)
- [Student's name] helped a small group of peers create a series of journal entries from the perspective of settlers traveling in a wagon train along the Oregon Trail. [Student's name] took part in the group discussion about the settlers' experiences, while another group member wrote everyone's ideas in the journal. (Prerequisite)

Content Standard: ELEMENTS OF LANGUAGE

Standard: *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

Alternate Learning Expectation (ALE): EL.1 *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

Alternate Performance Indicator (API): EL.1.1 *Use classroom resources to support the writing process (e.g., word walls, picture dictionaries, technology, student-generated word books)*

Sample Activities:

- When [student's name] was seated at the computer and a peer tutor started a *Blue's Clues* game, [student's name] looked at the images on the screen. When his/her attention flagged, the peer drew his/her attention back to the task with verbal prompts and a touch on the shoulder if needed.
- When [student's name] was seated at the computer and a peer tutor started a *Where In the World Is Carmen San Diego?* game, [student's name] looked at the images on the screen. When his/her attention flagged, the peer drew his/her attention back to the task with verbal prompts and a touch on the shoulder if needed.
- Given a picture dictionary, [student's name] opened the dictionary, looked at the pictures, and turned the pages on request. A peer discussed the pictures on each page with [student's name].
- Given notebook paper and a writing utensil of his/her choice (in this case, a pen) [student's name] copied five words from the class word wall on request.
- [Student's name] used magazines to cut out pictures of things that begin with "a," glued them into a student-made booklet, and used markers to label each picture, using ABC books as models.
- [Student's name] worked with a peer to make a word book using a pencil and a spiral notebook. Some words were chosen from [student's name]'s reading textbook, and others were chose by [student's name]. The peer helped [student's name] spell each word and define it using simple words and pictures. A dictionary was used to define unfamiliar words. ([Student's name] will use the word book throughout the year to check for appropriate usage and correct spelling when writing.)

Content Standard: ELEMENTS OF LANGUAGE

Standard: *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

Alternate Learning Expectation (ALE): EL.1 *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

Alternate Performance Indicator (API): EL.1.2 *Write from left to right and top to bottom*

Sample Activities:

- Given pegs and a pegboard, [student's name] placed pegs into the correct holes, working from left to right and from top to bottom with hand-over-hand and touch prompts as needed. He/she then removed the pegs, again working from left to right and from top to bottom. (Prerequisite)
- [Student's name] practiced writing left to right by drawing lines from left to right with colored markers on a worksheet.
- Using a pencil or pen of choice, [student's name] wrote five sentences about turtles from left to right and top to bottom by beginning at a gold star placed in the top left corner of the paper.
- Beginning in the upper left corner, [student's name] used a highlighter to trace dotted vertical and horizontal lines on a teacher-made worksheet.

Content Standard: ELEMENTS OF LANGUAGE

Standard: *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

Alternate Learning Expectation (ALE): EL.1 *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

Alternate Performance Indicator (API): EL.1.3 *Write or verbalize first and last name*

Sample Activities:

- The teacher asked [student's name] his/her name. When [student's name] did not respond, the teacher said [student's name]'s name and added, "Can you say, '[student's name]?' After encouragement from the teacher, [student's name] repeated his/her first name.
- The teacher asked [student's name] his/her name. When [student's name] gave his/her first name, the teacher said, "Good. Can you tell me your last name?" After the teacher prompted [student's name] by saying the initial sound of [student's name]'s last name, [student's name] said his/her last name. When the teacher asked again, [student's name] was able to state his/her first and last name.
- [Student's name] was written in highlighter on a piece of tablet paper. [Student's name] traced the first letter of his/her first name with a magic marker.
- [Student's name] traced his/her first name (written in pencil on notebook paper) with a highlighter.
- [Student's name] used colored chalk on the board to imitate his/her first name as the teacher modeled it.
- With hand-over-hand assistance, [student's name] "wrote" his/her first name on art paper using large adapted letter stamps.
- [Student's name] used a finger to write his/her first name in cake icing.
- [Student's name] used a pen to write his/her first name on a library card.
- [Student's name] used fabric paint to write his/her first name on a bookmark and decorate the bookmark.
- [Student's name] used a pen to write his/her first and last name on "pretend" checks in a vocational class.
- In the music room, with help from a peer, [student's name] used a pen to write his/her name on a sign-up sheet for Chorus. (Each week during practice, the students signed in before class begins so there would be a record of their attendance in an after-school activity.)
- [Student's name] used a metal stylus to trace the outline of his/her first name onto a cookie sheet that had been stenciled prior to this activity. [Student's name] stayed within the lines (with hand-over-hand assistance). A battery interrupter (i.e., cookie sheet switch) caused music to play while [student's name] was within the lines and stopped whenever he/she strayed from the lines. This provided immediate auditory feedback to [student's name].

Content Standard: ELEMENTS OF LANGUAGE

Standard: *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

Alternate Learning Expectation (ALE): EL.1 *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

Alternate Performance Indicator (API): EL.1.4 *Write or verbalize correct spelling of name*

Sample Activities:

- Given a box of chalk pastels and a sheet of art paper, [student's name] wrote his/her name in "bubble letters" (with help from a peer) and decorated the letters to make a banner.
- Given colored calligraphy pens and a piece of cardboard in the shape of an oval, [student's name] wrote the letters of his/her name vertically to make an Egyptian-style cartouche. A paraprofessional provided verbal cues and touch prompts as needed.
- The teacher asked [student's name] to spell his/her first name orally. [Student's name] did so, with verbal cues from the teacher as needed.
- On wide-ruled notebook paper, [student's name] used a pencil to write a poem (with help as needed) in which each line begins with a letter of [student's name]'s first name. The letters were used in sequence. Example:
M—Midnight comes.
A—A black cat
R—Runs across the yard with
Y—Yellow eyes glowing
- Using a black pen, [student's name] completed the personal information section of a job application (name, address, and phone number only).

Content Standard: ELEMENTS OF LANGUAGE

Standard: *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

Alternate Learning Expectation (ALE): EL.1 *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

Alternate Performance Indicator (API): EL.1.5 *Write 2-3 letter words*

Sample Activities:

- Given three letter tiles that spell a simple word, [student's name] arranged the tiles to form the word.
- On a piece of tablet paper with the word "car" written in dotted lines, [student's name] traced each dotted word with the writing tool of choice (a red grease pencil).
- Given a pencil and a piece of paper with the word "conservation" written on it, [student's name] made a list of two- to three-letter words made from the letters found in the word at the top of the page.
- [Student's name] and a peer were each given a set of letter tiles. The peer called out a two- to three-letter word, and [student's name] spelled the word using letter tiles. The peer and [student's name] alternated roles until [student's name] had spelled ten words.

Content Standard: ELEMENTS OF LANGUAGE

Standard: *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

Alternate Learning Expectation (ALE): EL.1 *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

Alternate Performance Indicator (API): EL.1.6 *Write subject-verb sentences*

Sample Activities:

- Given a list of words written on the whiteboard, [student's name] used the words on the list to write basic subject-verb sentences with a pencil on tablet paper.
- [Student's name] used a marker to complete a worksheet by circling only the subject-verb sentences.
- When a peer wrote a noun (subject) on the chalkboard, [student's name] orally supplied an appropriate verb to create a subject-verb sentence. The peer wrote [student's name]'s choice on the board. Then [student's name] orally supplied the noun, and the peer supplied the verb. Again, the peer wrote both words. When they had written five sentences, the peer helped [student's name] read the words.
- [Student's name] was given Post-it notes with subjects and verbs (one word on each note). Additional Post-its with "The" and a period were also provided. [Student's name] used the Post-it notes to create a complete sentence of at least three words, correctly ordered ("The" + noun + verb + period = sentence).

Content Standard: ELEMENTS OF LANGUAGE

Standard: *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

Alternate Learning Expectation (ALE): EL.1 *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

Alternate Performance Indicator (API): EL.1.7 *Capitalize first letter of a sentence*

Sample Activities:

- [Student's name] was asked to imagine that he/she was on a spaceship traveling in outer space. Using writing paper and colored pencils, he/she wrote four sentences (each beginning with a capital letter) about what he/she saw on this imaginary trip.
- [Student's name] used a marker to write five sentences on the dry-erase board, capitalizing all letters at the beginning of a sentence.
- [Student's name] was given an overhead transparency with 10 sample sentences in which the first letter was not capitalized. [Student's name] used a grease pencil to correct the sentences by capitalizing the first letter of each one.

Content Standard: ELEMENTS OF LANGUAGE

Standard: *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

Alternate Learning Expectation (ALE): EL.1 *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

Alternate Performance Indicator (API): EL.1.8 *Use end mark in sentence to indicate completion of thought*

Sample Activities:

- Given five declarative sentences written on the dry-erase board, all without ending punctuation, [student's name] used a marker to correctly place a period at the end of each sentence.
- Given a pencil and a teacher-made worksheet with five interrogative sentences, all without ending punctuation, [student's name] correctly placed a question mark at the end of each sentence.
- [Student's name] was given a cardboard rectangle with 10 sentences written on it, all without ending punctuation. Ten clip clothespins were provided, each marked with a punctuation mark appropriate for one of the sentences. [Student's name] read each sentence and clipped the correct punctuation mark (period, question mark, or exclamation point) to each sentence.
- The teacher gave [student's name] a typed five-sentence paragraph with no punctuation. [Student's name] used a pencil to correctly place the periods.

Content Standard: ELEMENTS OF LANGUAGE

Standard: *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

Alternate Learning Expectation (ALE): EL.1 *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

Alternate Performance Indicator (API): EL.1.9 *Spell high-frequency words correctly*

Sample Activities:

- [Student's name] was given a chart with the letters of the alphabet on it. When a peer called out a word, [student's name] pointed to the letter it begins with.
- When a peer called out a word, [student's name] orally stated the first letter of the word.
- Given a set of letter cards that could be arranged to spell a given word, [student's name], upon request, arranged the letters to correctly spell the word.

Content Standard: ELEMENTS OF LANGUAGE

Standard: *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

Alternate Learning Expectation (ALE): EL.1 *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

Alternate Performance Indicator (API): EL.1.10 *Arrange words in logical order to form sentences*

Sample Activities:

- [Student's name] and a peer were each given 10 word cards that could be combined to make a variety of simple sentences. They took turns arranging their word cards into simple sentences.
- [Student's name] was given a sentence strip cut into individual words. With a partner, [student's name] arranged the words to form a complete sentence.
- Given magnetic poetry words, [student's name] arranged the words to make a simple, free-verse poem.
- Given four boxes of words with each box containing words from a different part of speech (e.g., nouns, verbs, articles), [student's name] selected words from each box and arranged them in order to create complete sentences.
- Given chalk and a lap-sized chalkboard, [student's name] created and wrote sentences using the eight spelling words from this week's cooking class.
- [Student's name] was presented with a word box containing 50 word cards and asked to use the cards to make sentences. With the help of a peer, [student's name] made five sentences by placing the word cards on the desk in logical order.

Content Standard: ELEMENTS OF LANGUAGE

Standard: *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

Alternate Learning Expectation (ALE): EL.1 *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

Alternate Performance Indicator (API): EL.1.11 *Distinguish between complete and incomplete sentences*

Sample Activities:

- The teacher said a series of phrases, some that were complete sentences and some that were not. [Student's name] signaled "thumbs up" if the sentence was complete or "thumbs down" if it was not.
- [Student's name] was given 10 sentence strips, five of which were complete sentences and five of which were incomplete. [Student's name] placed the complete sentences in the pockets of a pocket chart.
- Given word cards that were color-coded for the various parts of speech, [student's name] arranged the cards into complete sentences or incomplete sentences as directed by the teacher.

Content Standard: ELEMENTS OF LANGUAGE

Standard: *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

Alternate Learning Expectation (ALE): EL.1 *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

Alternate Performance Indicator (API): EL.1.12 *Write sentences using descriptors (e.g., adjectives and adverbs)*

Sample Activities:

- When the teacher named a noun, [student's name] orally stated five descriptive words about that noun.
- Given a pencil and a list of 10 verbs written on notebook paper, [student's name] wrote an adverb that would go with each one.
- [Student's name] participated in a game about adjectives. The class was divided into teams. Each team was (orally) given a noun and called out words that might describe that noun (e.g., dog—cute, furry, friendly, cuddly, fun). The team that generated the most descriptive words for that noun won.
- [Student's name] played a game about adverbs. The class was divided into teams. The first player was orally given a verb. He/she had to act out that verb in as many ways as he/she could think of. The other players on his/her team named as many adverbs as they could that fit [student's name]'s enactment. For example, the teacher would say "run" to Player 1. Player 1 would pantomime running slowly, awkwardly, fast, sideways, etc., while the other players called out adverbs describing the ways in which Player 1 was running.

Content Standard: ELEMENTS OF LANGUAGE

Standard: *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

Alternate Learning Expectation (ALE): EL.1 *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

Alternate Performance Indicator (API): EL.1.13 *Use correct capitalization (e.g., first and last names, pronoun "I", proper nouns)*

Sample Activities:

- Given a marker and a typed article on chimpanzees, [student's name] circled all of the capital letters in the article.
- [Student's name] used a highlighter in the color of his/her choice to highlight the capital letters in a one-page photocopied story.
- Given 10 words written on notebook paper, five of which should begin with a capital letter and five of which should not, [student's name] used a pen to circle the first letter of the words that should be capitalized.
- Using correct capitalization, [student's name] used a marker to write five sentences on the dry-erase board using proper nouns.
- [Student's name] used a red pen to complete a worksheet that involved correcting capitalization errors in a sample paragraph with 10 proper nouns and three occurrences of the pronoun "I."

Content Standard: ELEMENTS OF LANGUAGE

Standard: *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

Alternate Learning Expectation (ALE): EL.1 *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

Alternate Performance Indicator (API): EL.1.14 *Use correct punctuation at the end of declarative, interrogative, and exclamatory sentences*

Sample Activities:

- After listening to a lecture about punctuation, [student's name] corrected five sentences written on a chalkboard by putting the correct punctuation at the end of each. Then he/she used the chalk to write one declarative sentence, one interrogative sentence, and one exclamatory sentence, each with correct ending punctuation.
- Ten sentences were read aloud to [student's name]. The sentences were of various types (declarative, interrogative, and exclamatory). Using a "Go-Talk" that has the various punctuation marks on it, [student's name] told the teacher what the ending punctuation should be.
- [Student's name] played a teacher-made board game based on *Chutes and Ladders*. Player 1 drew a card with a punctuation mark on it. If the player was able to say a sentence that should end with that punctuation mark, [student's name] would get to roll a die and move his/her piece forward.

Content Standard: ELEMENTS OF LANGUAGE

Standard: *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

Alternate Learning Expectation (ALE): EL.1 *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

Alternate Performance Indicator (API): EL.1.15 *Combine two or more related sentences to create a paragraph*

Sample Activities:

- [Student's name] was given two sentence strips, each with a sentence that was related to the other. [Student's name] put the two sentences in the most effective order.
- [Student's name] wrote a sentence with a pen on notebook paper. When the teacher asked a guiding question, such as "And then what happened?" or "What did he do when he knocked over the trash can?" [student's name] wrote an additional sentence that answered that question.